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THE
MASSACHUSETTS TEACHER.

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Editor of this Number.

VOL. I.

BOSTON, FEBRUARY 15, 1848.

NO. 4.

TEACHING.

It is frequently the case that the teacher performs too much of the work which should be performed by his pupils. It is, often, much easier for him to do it than it is to cause them to do it. But this does not answer the design of education. It is for the best good of the pupils that they be induced to depend, mainly, upon their own efforts and resources, and it should be a prominent object of the instructor, to train and discipline his pupils to habits of self-reliance and patient thought. He must render some aid, but the greater danger is in the excess and not in the deficiency of assistance.

It is usually the case that one extreme follows another. This is true in all departments. It is frequently so in educational matters. In past years teachers have sometimes left their pupils too much to the words and matter of the text-book. They have explained but little, and have deviated but little from the words of the book. This was considered an error, and in the attempt to produce a change some over-reached the proper bounds, and went much too far. Oral instruction, with such, became the only true method of instruction, and text-books were regarded as superfluous articles, if not as positive evils. The teacher was to utter words of knowledge, and the pupils were to receive them; and those teachers who could not teach without books were no longer qualified for their situations. But we have reason to rejoice that, while this *exclusive* feeling for oral instruction has gained but little ground in the community, teachers have been induced to give more attention to the general subject.

Of course we do not object to a degree of oral instruction. Every good and successful teacher will make use of it, but he will use it cautiously. The constant and excessive practice of simplifying and diluting every exercise that comes before a class only tends to make puny and inefficient scholars. The true business of the educator is to "draw out" and expand the mental faculties of his pupils, and thus superinduce vigor of thought and originality of action; not to think and act for them, but to cause them to think and act for themselves.

But we might almost infer that many regard the mind of a child as a sort of "passive recipient," into which knowledge may be poured, both *ad libitum et ad infinitum*. Unfortunately, however, such knowledge is inclined to "run out," and the oft-repeated filling of the receptacle only makes it the more certain that the operation will require repetition. But, if we mistake not, the correct course is, to induce pupils to *study* their lessons until they shall not only commit the substance to memory, but, in a good degree, comprehend the principles contained therein, and their general application. The teacher's skill should be exercised in expanding and extending the subject in order to test the understanding of the pupils and at the same time more clearly to elucidate and confirm that understanding. This may very properly be done by oral instruction. It should, however, be imparted in such a manner as to elicit the views of the pupils and awaken thought and mental action. Otherwise a lesson may be explained to a class, and, at the time, made apparently plain, and yet, if the several members have not in a great measure discovered the facts and principles by their own patient application, they will soon forget what has been rendered so simple by extraneous aid.

There is nothing, we think, which demands so much skill, judgment, and prudence in the teacher as the proper mode and extent of rendering assistance to his pupils. He must not only know how and when to give, but also how and when *not* to give, and still inspire a cheerful spirit of perseverance on the part of the young aspirants after knowledge. In reality, the mind should be so cultivated that it may *produce* as well as *receive*; for, however much it may receive, it can accomplish but little real good in the community unless it possesses the power of producing. One has very truly said, "It is not that which is done *for* a pupil that is most valuable to him and others, but that which he is led to *do for himself*." The longer pupils can be induced to study and think in the investigation of a truth or principle, the more valuable will it be to them when attained, and their minds will be the better prepared to grasp and comprehend other and future difficulties.

Again ; the teacher should strive to incite in his pupils a desire to do *well*, rather than much, remembering that a *LITTLE, well* done, is far preferable to *MUCH* that is but *half* done. He should urge them to thoroughness in all that they do, and, to this end, the exercise of the passing hour, whether it be a spelling lesson or a mathematical exercise, should be made *the* exercise, and receive perfect and undivided attention, and be thoroughly committed and clearly understood. He should labor to make his pupils feel that the chief merit consists in the manner and perfection of their performances ; that while many can do, but few do well, and that fewer still excel. He should cause them to realize that, in subsequent life, no employment or profession can honor, elevate and reward them, unless first, by their own abilities and well-applied talents and efforts, they have contributed to adorn and elevate the business or profession of their choice : in other words, he should instruct them, in whatever pursuit they may engage, to perform its duties well and thoroughly, and, if their calling is a laudable one, success and honor must and will attend them.

Another particular, from which the business of teaching has suffered, and now suffers, is the tendency to require too many studies. This evil also follows one of an opposite nature. In bygone days it was not customary to pursue many branches. In our Common Schools, Reading, Writing and Arithmetic, constituted the catalogue of studies. These truly were some of the more important, but by no means *all* that were important. The subject of studies was considered and discussed, and more branches were, very properly, introduced into our schools. But, the attention once aroused, the true medium was soon passed and the evil of *multiplicity* has followed that of *deficiency*. This, certainly, calls for consideration ; for, we think, nothing so much conduces to superficialness as attention to a multitude of studies at the same time. The mind, to be sure, needs some variety, some change. Too long confinement to one subject will fatigue it, and, if we may use the expression, *monotonize* it ; but too great a variety will distract and weaken it. It should, therefore, be a prominent object with the teacher to ascertain the number and the kind of studies which his classes can pursue to advantage, and having satisfied himself, he should not be swayed by the wishes of such pupils as are constantly seeking for "some new thing," — for some higher study. He should never allow variety to take the place of thoroughness, but ever strive to induce his pupils to feel that the only sure way to gain promotion in their studies is to merit it by first obtaining a clear and full understanding of the more simple, but not less important branches.

MORAL INSTRUCTION.

Every faithful teacher will esteem it a duty and a privilege to do what he can in the cultivation of the moral feelings of his pupils. His situation will enable him to do much, and a true sense of his responsibility will lead him to the improvement of every opportunity. But, we think, teachers are sometimes prone to be too formal in their efforts to impart moral instruction and cultivate the nobler feelings of the heart. They seem to imagine that a certain amount must be done daily, and at a "set time," regardless of circumstances. Some are in the habit of devoting a portion of the time just previous to the hour of dismissal. This we consider an unfavorable time, for children will be more anxious to get released from confinement, than to listen to a homily on morality. But our object at this time is merely to say, that, if a teacher would have his moral instruction efficacious, he must impart it under favorable circumstances, with a judicious regard to the quantity and manner. He must improve every proper occasion, but not *be tedious*. Nearly every exercise of the schoolroom and every hour of recreation, may furnish material for making a salutary moral impression. The following very interesting and true narrative will illustrate our meaning. The incidents occurred many years ago, but have not, on that account, lost any of their truthfulness or force.

THE SLEIGH-RIDE, OR TWO WAYS OF TELLING A STORY.

Young people commit more faults from thoughtlessness, than from intent to do wrong; and want of reflection leads children astray much oftener than want of principle. Indifference to the feelings of the aged, a proneness to make light of peculiarities which they may possess, and even to ridicule their infirmities, are, however, occasionally indulged in by the young, — and, in the excitement of the momentary gratification which such merriment may produce, all thought of the wrong and all sense of the right, are equally forgotten. The proverb of the wisest man saith, "The glory of young men is their strength; and the beauty of old men is the gray head." The strength of the young should protect and defend the beauty of the old. The hoary head should ever be respected, whatever may be the outward condition of its possessor; and neither sport nor ridicule should be thrown upon him whose enfeebled strength scarce suffices to bear the weight of the many years with which time has burdened him.

The following narrative, which is strictly true, illustrates what has been observed, and proves, that the just recompense of a thoughtless fault may be much more speedily repaid to those who commit it, than may be either expected or desired by them. The common saying, of "waking up the wrong passenger," is peculiarly applicable to the case.

In one of the most populous cities of New England, a short time since, a party of lads, all members of the same school, got up a grand sleigh-ride. There were about twenty-five or thirty boys engaged in the frolic. The sleigh was a very large and splendid *establishment*, drawn by six grey horses. The afternoon was as beautiful as anybody could desire, and the merry group enjoyed themselves in the highest degree. It was a common custom of the school to which they belonged, and on previous occasions their teacher had accompanied them. Some engagement upon important business, however, occupying him, he was not, at this time, with them. It is quite likely, had it been otherwise, that the restraining influence of his presence would have prevented the scene which is the main feature of the present story.

On the day following the ride, as he entered the schoolroom, he found his pupils grouped about the stove, and in high merriment, as they chatted about the fun and frolic of their excursion. He stopped awhile and listened, and in answer to some inquiries which he made about the matter, one of the lads, a fine, frank, and manly boy, whose heart was really in the right place, though his love of sport sometimes led him astray, volunteered to give a narrative of their trip and its various incidents. As he drew near the end of his story, he exclaimed, "O sir! there was one little circumstance which I had almost forgotten to tell you. Toward the latter part of the afternoon, as we were coming home, we saw at some distance ahead of us, a queer looking affair in the road. We could not exactly make out what it was. It seemed to be a sort of half-and-half monstrosity. As we approached it, it proved to be a rusty old sleigh fastened behind a covered waggon, proceeding at a very slow rate, and taking up the whole road. Finding that the owner was not disposed to turn out, we determined upon a volley of snowballs and a good hurrah. These we gave with a relish, and they produced the right effect, and a little more, for the crazy machine turned out into the deep snow by the side of the road, and the skinny old pony started on a full trot. As we passed, some one who had the whip, gave the old jilt of a horse a good crack, which made him run faster than he ever did before, I'll warrant. And so, with another volley of snowballs, pitched into the front of the wagon, and three times three

cheers, we rushed by. With that, an *old fellow* in the wagon, who was buried up under an old hat, and beneath a rusty cloak, and who had dropped the reins, bawled out, 'Why do you frighten my horse?' 'Why don't you turn out, then?' says the driver. So we gave him three rousing cheers more; his horse was frightened again, and ran up against a loaded team, and, I believe, almost capsized the old creature — and so we left him."

"Well, boys," replied the instructor, "that is quite an incident. But take your seats, and after our morning service is ended, I will take my turn and tell you a story, and all about a sleigh-ride too."

Having finished the reading of a chapter in the Bible, and after all had joined in the Lord's prayer, he commenced, as follows:—

"Yesterday afternoon, a very venerable and respectable old man, and a clergyman by profession, was on his way from Boston to Salem, to pass the residue of the winter at the house of his son. That he might be prepared for journeying, as he proposed to do, in the spring, he took with him his light wagon, and for the winter his sleigh, which he fastened behind the wagon. He was, just as I have told you, very old and infirm; his temples were covered with thinned locks, which the frosts of eighty years had whitened; his sight, and hearing too, were somewhat blunted by age, as yours will be, should you live to be as old. He was proceeding very slowly and quietly, for his horse was old and feeble, like his owner. His thoughts reverted to the scenes of his youth, when he had perilled his life in fighting for the liberties of his country;—to the scenes of his manhood, when he had preached the gospel of his divine Master to the heathen of the remote wilderness; and to the scenes of riper years, when the hard hand of penury had laid heavily upon him. While thus occupied, almost forgetting himself in the multitude of his thoughts, he was suddenly disturbed, and even terrified, by loud hurrahs from behind, and by a furious pelting and clattering of balls of snow and ice upon the top of his wagon. In his trepidation, he dropped his reins, and as his aged and feeble hands were quite benumbed with cold, he found it impossible to gather them up, and his horse began to run away.

"In the midst of the old man's trouble, there rushed by him, with loud shouts, a large party of boys, in a sleigh drawn by six horses,—'Turn out, turn out, old fellow,'—'give us the road, old boy,'—'What'll you take for your pony, old daddy?'—'Go it, frozen-nose,'—'What's the price of oats?'—were the various cries that met his ears.

"'Pray, do not frighten my horse,' exclaimed the infirm

driver. 'Turn out, then ; turn out,' was the answer which was followed by repeated cracks and blows from the long whip of the 'grand sleigh,' with showers of snowballs, and three tremendous huzzas from the boys who were in it.

"The terror of the old man and his horse was increased, and the latter ran away with him, to the imminent danger of his life. He contrived, however, after some exertion, to secure his reins, which had been out of his hands during the whole of the affray, and to stop his horse just in season to prevent his being dashed against a loaded team.

"As he approached Salem, he overtook a young man who was walking toward the same place, and whom he invited to ride. The young man alluded to the 'grand sleigh,' which had just passed, which induced the old gentleman to inquire if he knew who the boys were. He replied that he did—that they all belonged to one school, and were a set of wild fellows.

"*'Aha!'* exclaimed the former, with a hearty laugh (for his constant good nature had not been disturbed), 'do they indeed? Why, their master is very well known to me. I am now going to his house, and I rather think I shall give him the benefit of this whole story.'

"A short distance brought him to his journey's end, the house of his son. His old horse was comfortably housed and fed, and he himself abundantly provided for.

"That son, boys, is your instructor, and that aged and infirm old man, that '*old fellow*' and '*old boy*' (who did not turn out for you, but who would have gladly given you the whole road, had he heard your approach), that '*old boy*,' and '*old daddy*,' and '*old frozen-nose*,' was your master's father!"

It is not easy to describe, nor to imagine, the effect produced by this new translation of the boy's own narrative. Some buried their heads behind their desks ; some cried ; some looked askant at each other, and many hastened down to the desk of the teacher, with apologies, regrets, and acknowledgments, without end. All were freely pardoned, but were cautioned that they should be more civil, for the future, to inoffensive travellers, and more respectful to the aged and infirm.

Years have passed by—the lads are men—though some have found an early grave—the "manly boy" is "in the deep bosom of the ocean buried." They who survive, should this story meet their eye, will easily recall its scenes, and throw their memories back to the "School-house in Federal Street," and to their old friend and well-wisher,

H. K. OLIVER.

THE TEACHER.

The office of the Teacher is one of immense responsibility. He who fills it cannot live without acting upon those around him. An influence, for weal or woe, he *must* exert upon the children committed to his care and training. From his every act, word, and even *look*, will his pupils receive impressions for good or ill, which will exist as long as the susceptibility of the mind to retain impressions shall endure. How solemn and yet how true the thought, that the teacher's influence will reach through all coming time and into eternity! In view of this, how important is it that his whole life and character be so pure and so correct that he shall constitute a pattern worthy of the closest imitation! How important that his "daily walk and conversation" form a "living epistle," not only "known and read" of all children, but imparting unto them such instruction as shall train them in ways of virtue and useful industry!

Hence a teacher should be entirely free from habits, the formation of which, in the children, would be deprecated by every good and virtuous citizen. Precept, when opposed by example, is often worse than powerless. If a teacher would discountenance profanity he must do so by "word and deed." If he would encourage frankness and love for truth and honesty, his every action must be free from guile and duplicity. If he would cultivate habits of civility and courtesy, his example must precede and succeed his counsels. If he would incite to that regard for order which will "have a place for every thing and every thing in its place," he must not himself exhibit any deviation from the same. If he would secure proper attention to neatness and cleanliness in dress and personal appearance, he must himself, in these particulars, constitute a "bright example." If he would form a true regard for regularity and punctuality, his own practices must be in strict accordance therewith. In fine, his entire conduct, his conversation, his appearance, should bespeak the propriety and intrinsic worth of the precepts he would inculcate.

Say not, fellow laborer, that this is requiring too much, but rather strive earnestly that you may make a nearer approximation to the character and standing of a *perfect teacher*. Look onward and upward. Be not unduly troubled at the perplexities that beset your path. Trials and difficulties rightly regarded will only quicken and improve you. Neither be too sensitive if sometimes committees and parents are over-wise, or extravagant in their requirements. Do your duty faithfully, ever seeking the highest good of your pupils, and a rich and glorious reward will one day be yours.

PATIENCE.

From the days of pious Job until the present time, patience has been considered a Christian grace. Every individual, whatever his situation or occupation, finds occasion for its exercise. No one, however, so much needs its full and free operation as the *instructor*, and in no one is a deficiency so strongly felt, or so disastrous. His daily and hourly duties call loudly for the perfect work of patience. In the discipline and instruction of his school he will, oftentimes, be obliged to work against the feelings and actions of both parents and pupils, so that the good impressions of the school-room will require constant repetition from the fact that they are, often, worse than obliterated by fire-side or street influences. As in walking along the sea-shore our foot-prints are washed away by the dashing wave, so are the salutary impressions made upon the minds of children in the school frequently effaced by the untoward influences by which they are surrounded while out of school, and it will require no small amount of patience to renew the efforts to make them more permanent.

We have said that the instructor is often obliged to contend against home and street influences. This is true in more particulars than many at first imagine. Let us take an instance; a pupil in speaking makes use of a sentence strictly and plainly false in its syntax, and is rectified by the teacher; yet he will continue to commit the same error though corrected for the fiftieth time. How difficult, and almost impossible, does the teacher find it to *get rid* of certain mis-pronunciations and ungrammatical expressions. A child will say, for instance, "*git red*," "*it is him*," "*them are*," "*kittle*," &c. &c. He will continue to do so, time and again, though corrected by the teacher as often as the error is committed. Now why is this? Simply because at home and in the streets the child hears the *wrong*, ten times as often as he hears the *right*. So it is in many particulars, and the teacher's patience is taxed almost beyond endurance, in being called upon to reiterate the correction. But let him not despair. The direction which has been given for the ninety-ninth time without effect, may accomplish its end if repeated the hundredth time.

Let the teacher, then, continue cheerfully in his good efforts, and in due time he will receive his reward. Let him not look with too much impatience for immediate fruits of his labors. Seed that has been faithfully scattered will, in its proper time, produce fruit and cheer the heart of the diligent sower. "They that *sow* will in due time *reap* if they faint not."

PARENTAL COÖPERATION.

The results of a favorable parental co-operation are so essential to the highest success of a school, that every teacher should aim to secure it. In large districts it is not always an easy matter to become personally acquainted with individual parents. Yet this is so desirable that it should be accomplished to as great an extent as possible. Parents and teachers are but partners in the same great and good work, and it is of the utmost importance that they labor with united heart and hand, and that a good understanding and the most kindly feelings subsist between them. The successful discipline and instruction of a school require that such be the case.

"But," says the teacher, "so much is required of me in the school-room, and so little time for relaxation is allowed me, that my exhausted energies forbid any extra exertion when out of school. If committees and parents would allow me longer vacations wherein to recruit my strength, it would afford me a pleasure to spend many of my evenings at the fireside of my pupils' parents and there gain that knowledge of their peculiarities which would be of great service to me." It is surely a matter of regret that vacations are so grudgingly and scantily afforded. Could those who have charge of such matters assume and discharge the duties of the school-room for one year, they would better know the necessity of liberal seasons for purposes of recreation. But it unfortunately happens that most of those who control such matters have never had any experience in the school-room. Hence they cannot see why a teacher needs a vacation more than a farmer, a mechanic, or a common laborer. They are entire strangers to that prostration of the energies which is peculiar to the school-room.

To *visit* a school occasionally and spend a few hours in witnessing its operations is one thing; to *teach* and govern a school day after day and year after year is quite another thing. As a spectator visits a well-managed school and beholds the correct deportment and diligent application of the pupils, and listens to their prompt and intelligent recitations, how little does he know or think of the slow, tedious and perplexing processes by which *results* so agreeable have been produced! As in gazing upon some splendid and costly edifice, we express our admiration of the symmetry and elegance of its several parts, without even thinking of the skill of the artist who designed, or of the artisans whose patient efforts and arduous labors fashioned and beautified the whole;—so in witnessing the operations of a well-regulated school we are prone to admire what we see, without

for a moment thinking of the skill, the toil and perseverance requisite in the production of the results which please us.

But, to return more directly to our subject, we would urge teachers to adopt some course to gain the coöperation of parents. If the parents are so numerous or so scattered as to render it impossible to visit them at their several homes, we would recommend that, at least once in a year, they be invited to assemble at the school-room for the consideration and discussion of matters of a common interest. We know, indeed, of no way in which a teacher can do so much for himself, so much for the parents and so much for his school, as by inviting them to the place of his daily labors and spending an hour in calling their attention, in a kind and familiar way, to some of those particulars in which their hearty interest and coöperation are extremely essential to the best good of the school. It may require some time and effort on the part of the teacher, but he will be amply compensated by the good influence it will exert upon his school.

But when a teacher meets the parents of his pupils and converses with them, he should be honest, and not be too ready to say "*smooth* things." It is, of course, gratifying to parents to hear good reports of their children, but the teacher should never afford this gratification unless a strict regard to the truth will admit of it. He should endeavor to give a faithful and accurate account of the children, and if they are known to be idle, uncourteous, or inattentive to any duty of the school, the errors, whatever they may be, should be faithfully alluded to, that, if possible, the combined influence of teacher and parents may be directed to their removal.

COURTESY.

Teachers should be courteous in their own manners, and insist upon the same on the part of their pupils. We have sometimes thought there was in the community quite a deficiency of genuine civility and true politeness,—more so, even, than existed years ago. Most of us can remember when the traveller in any part of New England was always saluted by the "doffing of the cap" and a civil bow from the boys, while the more modest "courtesy" of the girls indicated their respect for strangers. At the present day these practices are of quite rare occurrence. Perhaps the rapid growth of our country and the increase of settlements have tended to render them impracticable. In our cities and villages, certainly, the boys and girls

are pardonable for not fostering the habits; for a due observance of them would, in many places, render the wearing of caps superfluous, and tend to make the young uncomfortable from the oft-repeated nod and courtesy. But whether the abandonment of these formalities, which were always pleasing to strangers, makes it necessary that the passer-by should be saluted with a snow ball, or that his carriage should be followed by some half dozen noisy urchins, is quite a question; — or rather it is no question at all.

That more regard ought to be manifested by the rising generation to rules of etiquette and external courtesy must be admitted by every observing mind. There is now too little attention paid to age and reverence. Instead of the pleasant and respectful, "Yes, sir," "No, sir," &c., we too often hear the harsh and heedless "Yes" and "No." The transition, now-a-days, from boyhood to pretended manhood, is altogether too rapid, as by it the son is frequently placed above the father, and the taught become much wiser — in their own estimation — than their teachers. Boys are too anxious to become men, and from this undue anxiety, often, they are neither boys nor men, but form a new, peculiar race, — a race which we hope to see exterminated.

Though this lack of courtesy is not chargeable to teachers, still we feel that they can do much to correct public sentiment respecting it, and by their example and precept cause right feeling and action on the part of those children who come within their influence. Let them always speak and act courteously themselves and then insist that all their pupils do the same. Let them allow no questions or answers, and permit no actions or appearances in school, the forms of which shall not accord with true politeness. A courteous boy will usually be a good and orderly boy, and therefore the cultivation of courteousness will tend to promote a good state of discipline.

Some habits of incivility are so common with boys as to become a kind of "second nature," and they do not even dream that they are guilty of any impropriety. We recently heard an anecdote illustrating this point, with which we will close this article.

A gentleman once sent his son with a present to his newly settled minister. On his return he was asked by his father how he liked the new minister. "Oh," said the lad, "he is a beautiful man; he is so pleasant and kind that every one must like him. Why, he invited me into his study and told me to make myself 'at home,' and look at his books while he wrote you a note. He is really *first rate*; but, father, I believe the poor man is 'as blind as a beetle.'" "Blind! my son; what makes

you think he is blind?" "Why, because, father, when I came away, he asked me if I did not wear a cap, and if he had not been blind, he might have known, for it was on my head all the time I was there."

INDIVIDUALITY.

There is, probably, nothing which tends so much to prevent the development of rare excellence in teaching as the habit of relying too much upon the experience of others, or of exclusive imitation in the modes of teaching and disciplining a school. Young teachers are particularly tempted to follow in the steps of those who have devoted many years and much attention to the business of instruction. This is all well enough if the effort to imitate others is not carried to such excess as to destroy all individuality. Teachers, whether of limited or large experience, should ever be ready and willing to learn. They should possess a teachable spirit, and endeavor to draw instruction from all proper sources. If otherwise, they will grow wise only "in their own conceit." But, while gaining this knowledge, the teacher should be extremely careful that he does not allow himself to become a *servile copyist*. As he witnesses a mode of imparting instruction, or of disciplining, which appears to him perfect, he must not think that the same mode will be equally efficacious in his own hands, or in his own school. This can only be the case when there shall be a precise agreement in the teachers and in the circumstances of the two schools. But as no two teachers and no two schools exactly resemble each other, so the precise operation of an unvarying plan or system will not always produce the same or equally desirable results. But every school must have some system, and every teacher, if he would be truly successful, must be to some extent methodical and exact in the execution of his plans. But he must be able to make and execute his own plans and to adapt them to ever varying wants and circumstances. Unless he can do so he will never excel; for a mere imitator never surpasses the person imitated. But while the teacher may extract information from a variety of sources, he must possess a discriminating and inventive mind, that he may wisely select, improve and adjust, in order most happily to meet existing circumstances.

From every teachers' meeting, from every visit to a school, from every public or private discussion of school matters, and from almost every individual interested in educational matters, the judicious teacher may and will receive many useful hints.

But what he shall thus acquire he must regard only as suggestive hints, which may in part, or in modified form, be incorporated into his own views and plans; but if he shall regard all that he hears as infallible, and in consequence thereof attempt an exact imitation, he will be very sure of disappointment. He may follow so far as a similarity of circumstances will warrant, and perhaps not much farther. A medicine under a certain form of administration and under certain circumstances on the part of the patient, may prove highly beneficial, while under another form and under a different combination of circumstances, the effect might be inefficacious or really injurious. The truly successful and efficient teacher will be ever alive to obtain such information and aid as will increase his success and usefulness, but, unless he exhibits some traits of individuality in the application of his knowledge, he will never attain a high degree of excellence. And, in the words of R. S. Howard, Esq., formerly the efficient principal of the Newburyport Latin School, "Let no man copy even himself too closely and constantly; that is, let him vary his plan and mode of teaching a little, from time to time, if he wishes to have it work well and continue to interest himself and his scholars. Variety is the spice of life,—and surely a little of it is necessary in the too often monotonous and humdrum business of teaching. A horse, it is said, will travel faster and farther in a day, over hill and valley, than over a dead level plain; and we all know which would be the more interesting and attractive ride. So in the school-room a little variety in the *modus operandi* will contribute greatly to the interest of both teacher and pupils. Therefore, be not afraid to deviate a little from the beaten track, and, I repeat it, *imitate no man servilely*; for I do not believe there is any *one* system of government and instruction which is absolutely the best for every individual teacher. I believe that every man's *own* system is the *best* for him, though, in forming his plan and in carrying it into execution, he may derive important assistance from the experience and suggestions of others. Still, to be a *good* system for *him*, it must be *essentially* his own."

MUSIC IN SCHOOLS.

The introduction of *Music* into some of our schools as a distinct branch of instruction, I consider highly beneficial. To say nothing of the facility with which it may be taught to pupils of tender age, or the advantages which would follow from an increased taste for this acquirement in a community, it is not to

be despised as a means of discipline. Music, of itself, is not destitute of power over the moral feelings; and, when associated with suitable sentiments, and sung by the "*many voiced throng of a busy school*," I have never known it fail of producing good results. It may be pursued without detriment to progress in other branches, as, when judiciously managed, it fills up those portions of time which would be otherwise lost in idleness. It serves as a pleasant recreation, after the closer duties of the school, and, seasonably introduced, often proves a *safety valve*, through which a love of vociferation and activity, that would otherwise find an escapement in whispering and bustling, is allowed to pass off in a more harmless and more pleasing way. For these and many other reasons, I consider the introduction of music into our public schools a decided improvement. *D. P. Page, before the Am. Institute of Instruction.*

EXTRACT.

We know not the authorship of the following beautiful paragraph which we find in a late number of the "*Boston Bee*" — a paper from which many good things may be extracted without impoverishing the proprietors of the "*hive*," who seek diligently and successfully to replenish their stores by drawing sweets "*from every opening flower.*"

"God has written upon the flowers that sweeten the air — on the breeze that rocks the flowers on the stem — upon the rain-drop that refreshes the sprig of moss that lifts its head in the desert — upon the ocean that rocks every swimmer in its deep chamber — upon every penciled shell that sleeps in the caverns of the deep, no less than upon the mighty sun that warms and cheers millions of creatures that live in its light — upon his works he has written, "*None of us liveth to himself.*" And probably were we wise enough to understand these works, we should find that there is nothing, from the cold stone in the earth, or the minutest creature that breathes — which may not, in some way or other, minister to the happiness of some living creature. We admire and praise the flower that best answers the end for which it was created, and the tree that bears fruit the most rich and abundant; the star that is most useful in the heavens we admire the most.

"And is it not reasonable that man, to whom the whole creation, from the flower up to the spangled heavens, all minister — man, who has power of conferring deeper misery and higher happiness than any being on earth — man, who can act like God if he will; is it not reasonable that he should live for the noble end of living — not for himself, but for others?"

ACCURACY.

It should be a prominent object with the teacher to do what he can to form, in his pupils, habits of accuracy and distinctness in all their performances. If scholars are required to write but a single sentence, insist that they do it plainly and neatly, and insert every required mark of punctuation. Many persons will write letters without the slightest observance of the rules of punctuation, and often with a *painful* degree of illegibility. We find the two following anecdotes illustrating, ludicrously enough, the effects of indistinctness, in the "Teacher Taught," an interesting manual published many years ago by Emerson Davis, D. D.

An English gentleman applied to the East India Company for an office for a friend of his in India, and succeeded in obtaining an appointment. His friend, after a while, wrote him a letter of thanks, and signified his intention to send an equivalent. The Englishman could make nothing of the word but *elephant*; and being pleased with the idea of receiving such a noble animal, he was at the expense of erecting a suitable building for his accommodation. In a few weeks the equivalent came, which was nothing more nor less than a pot of sweetmeats.

A clergyman in Massachusetts, more than a century ago, addressed a letter to the General Court on some subject of interest that was under discussion. The clerk read the letter, in which was this remarkable sentence: "I address you not as magistrates, but as *Indian devils*." The clerk hesitated, and looked carefully, and said, "Yes, he addresses you as *Indian devils*." The wrath of the honorable body was aroused, they passed a vote of censure, and wrote to the reverend gentleman for an explanation; from which it appeared, that he did not address them as magistrates, but as *individuals*.

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